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p.a.v.e

The Performing Arts Venture Experience

Proposal Form: Investment in Student Innovation and Creativity

This form must be used as the cover page on all five copies of your project proposal.

Project Name: ____Point of View: A High School Dramatic Literature Enrichment Program

Team Leader Name: ____Amy Blue_____

Team Leader Signature: _____

last name	first name	position on project	asu id #	phone#	Email	degree and major	expected completion	address
Blue	Amy	Producer	993xxx		Amy.blue	MFA Theatre (TFY)	2009	
Green	Ben	videographer	993xxx			BA Film (FMP)	2008	
Red	Charlie	Director	993xxxx			MFA Theatre (Directing)	2009	
Pink	Daniel	Educational materials designer	993xxx			M.Ed	2009	
White	Emile	Actor	993xxx			BA Theatre (Acting)	2010	
Black	John	Actor	993xxx			MFA Theatre (performance)	2008	
Violet	Erin	Web designer	993xxxx			BSD Industrial Design	2009	

p.a.v.e Investments in Student Innovation and Creativity: TERMS AND CONDITIONS

1. The ideas and concepts set forth herein are the original work of the applicant(s) and applicant is not under any agreement or restriction prohibiting his/her ability to disclose these ideas or plans

2. Each team member has reviewed the p.a.v.e. submission guidelines and agrees to abide by those guidelines.
3. Proposals will be handled confidentially but the legal protection of the ideas and plans submitted by the applicants is the applicants' responsibility.
4. Project proposals will not be returned. Applicants should keep a copy for their reference.
5. Decisions made by the p.a.v.e. committee are final and not open to appeal or negotiation
6. In consideration of the time, expertise, and other resources provided by p.a.v.e., each applicant hereby voluntarily releases p.a.v.e, or any of its officials or representatives from further liabilities, responsibilities, and accountabilities relating to or arising from their participation in this initiative.

THE PROJECT PROPOSAL

Your project proposal is a clear yet concise representation of your idea. The proposal can be of any length, but 5-7 pages is suggested. Judging criteria and recommended length of each section is listed below. An appendix consisting of the resumes of team members and other supporting materials may also be included.

Project Description, Creativity and Innovation (**2 pages, 20%**):

Describe the general nature and scope of the project and its desired outcomes. Specifically explain in what way(s) this project is innovative and meets the mission and goals of p.a.v.e. Define the audience or market need for your project. Explain the organizational structure for your project and the steps needed to successfully launch and potentially complete it.

Project Audience (**1 pages, 20%**):

Who is the audience for your project? What is your plan for reaching that audience? If there is a deliverable (e.g. film, video, web content) what is your plan for distribution or dissemination?

Creative Team and Qualifications (**1 page, 25%**):

Summarize the goals, experience, and/or training of the team members, demonstrating that the team has the ability to carry out the project. Include descriptions of the full scope of capabilities of the team. Describe any relationships with advisors and mentors the team will utilize. Provide a letter of support for the project from at least one mentor/advisor and resumes for each team member in the appendix.

Budget/Finance (**1 1/2 pages, 20%**):

Provide a brief financial summary of the project, including a description of how p.a.v.e funds would be used and how other funding, sponsorship, and in-kind contributions, if needed, will be secured. The budget must include all sources and uses (revenues and costs) and must be broken down by fiscal year if you anticipate the project will continue beyond the award year.

Examples of budget line items include:

<i>Revenue</i>	<i>Costs</i>
p.a.v.e. funds	Supplies/materials needed to produce goods/services (raw materials)
Other funding	Marketing (advertising, promotion, market research, etc)
Ticket Sales	Legal fees
In-kind	Fees for services or products
Sponsorship	Space and/or Equipment rental
Other (specify)	Other (specify)

Completion and Sustainability (1 page, 15%):

What is the schedule for your project? What specific milestones will you achieve between project initiation and completion? Will the project result in a potentially sustainable entity (e.g. a theatre company, a film production company)?

Appendix (15 page maximum)

Include resumes for team members, and at least one letter from a mentor or advisor supporting the project. Include any other supporting materials, if needed.

Description, Creativity and Innovation

Point of View is a series of video on demand products for the enhancement of language arts education at the high school level. The POV team will produce short videos of dramatic scenes staged from two or more directorial points of view. The high school drama or language arts teacher will be able to use this product to enrich students' understanding of the literature being studied and the role that directorial choices make in the conveyance of meaning of dramatic literature.

High schools will engage the POV team to perform a short excerpt of dramatic literature from the language arts or drama curriculum. For example, if the language arts curriculum includes *A Streetcar Named Desire*, the actors and directors will prepare the first scene between Blanche and Stanley from multiple perspectives. Various perspectives toward the scene could include: sympathetic to Blanche's growing dementia, Blanche as a seductress, or Stanley as a psychologically damaged war veteran. The initial performance will be in the classroom (or special assembly) which will be filmed (via digital video) by the video team for later editing. The fully edited product will be then made available for sale to both the commissioning school district and streamed for internet subscription. Educational liaison Dan Pink will develop a teacher guide for each scene, available via web download.

The Point of View project is innovative on several levels. First, the live presentation of dramatic literature from divergent points of view is in itself an unusual and creative way to engage high school students with literature. The taping of these performances for future web subscription will enable HS teachers to access the material, along with a custom-designed teachers' guide, on demand, giving the classroom teachers control over when and how to use the material.

The program will first be piloted in the Tempe Union High School district. Jane Doe of Corona del Sol High School has already indicated support of the project (letter included in appendix). Ms. Doe has requested two scenes from *Romeo and Juliet* be performed in her classroom from two different points of view. The director and actors will prepare the scenes, perform them in a special assembly and then discuss the work with Ms. Doe's class. Prior to the performance, the teacher will be given a guide prepared by the team that includes background on the play and its language as well as the creative process of directing and acting the scene.

This initial pilot will be videotaped and then edited by Ben Green. The video will include not only the performance, but also selections from the rehearsal process that highlight the creative process of directing the dramatic text. The commissioning school will receive the edited product on DVD. In addition to the

DVD, the video and the teacher's guide will be made available from the Point of View website: pointofviewdrama.com.

Market

The market for this product is high school teachers who would, through their schools, engage the POV team for live performances of scenes *chosen by the teachers themselves*. The web-based product that results from the initial performance, along with the teachers' guide will likewise be marketed to high school language arts and drama instructors, but without the geographical limitations of the live performances.

The video product that results from the initial Corona del Sol residency will be used to produce a marketing package that includes DVD and teachers guide. Marketing will take place in two phases for two different audiences. The first phase of marketing will target HS language arts and drama teachers in Maricopa County. This phase will focus on the live performance element of the project – the on-site residency. The POV team intends to present a workshop at the Arizona Thespian Festival in November 2008 to raise awareness of the project.

On-line downloads of the video products and teachers' guides that result from the on-site residencies will be marketed more broadly to HS teachers through state thespian conferences, direct mail, and, budget permitting, advertising in "Stage Directions" magazine.

The POV Team

The team was put together by producer Amy Blue, an MFA candidate in the Theatre for Youth program. With a BA in Theatre (specializing in theatre management) followed by 6 years of teaching high school drama, Blue brings theatre, management, and education experience to the project. She directed last year's successful Tour Bus project under Pamela Sterling's mentorship. The POV project will be her applied project for her degree, under the guidance of Professor Johnny Saldana. Letters of support from Sterling and Saldana are included in the appendices.

Charlie Red is an MFA candidate in Directing. His undergraduate degree is in screenwriting from the USC school of cinema. He has written several short films produced by USC students and directed one production for student production board and a staged reading since entering the ASU program. He is interested in combining his interests in theatre and film through the POV project.

Actors Emilie White and John Black have appeared in numerous Mainstage Theatre productions as well as the winner of last year's student film festival "Over

the Top.” Their solid work in acting classes is supported by letters from their instructors.

Ben Green is a BA Film (FMP) major and is hoping to use the POV project videos as his capstone project. He was the camera operator on “Over the Top,” winner of last year’s under five minute film festival, as well as director of the honorable mention short “Between Two Worlds.” He was an intern in the production office of “Netherbeast” and is specifically interested in using film to advance the humanities.

Budget/Finance

The Point of View project is relatively low in cost if the team has access to ASU facilities and equipment for the pilot project. Initial costs include travel to and from the pilot site, web hosting, and marketing materials (including direct mail and advertising).

Uses:

Supplies (video memory, teachers guides, misc props)	\$400
Travel (van rental, gas)	\$600
Thespian festival travel	\$600
Web hosting	\$1200
Marketing collateral	\$2000
Direct Mailing	\$1000

Sources:

p.a.v.e. grant	\$2000
Project Venture grant	\$500
In-kind contribution of web space	\$1200
Applied project funds from SoTF	\$750
Personal funds	\$600
Commissions	\$600

Completion and Sustainability

The pointofviewdrama.com website will be design by Erin Violet in August/September 2007. The pilot residency at Corona del Sol will take place in October 2007. The video will be completed in time for the AZ Thespian festival in November 2007 and will be uploaded to the website. Direct mail advertising to high school teachers and principles will be done shortly thereafter. The team hopes to do at least two more residencies during the spring 2008 semester and by the end of 2008 have a dozen or more subscribers to the web content.

The project should be self-sustaining by year two, as the team engages in several more residencies in Maricopa County and the website draws subscribers from around the U.S.